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ABSTRACT

This report presents the findings of an evaluation of goal accomplishment at Young Volunteers in Action (YVA) projects at three sites: ALexander City, Alabama; Gainesville, Florida; and New Orleans, Louisiana. First, a brief introduction describes the YVA program and discusses the evaluation approach. The next three sections present case studies of each site. A concluding section examines the projects' findings and primary effects. Generally, the evaluation found good goal accomplishment at the sites. Focus is placed on four major goals: (1) to mobilize the efforts of full- or part-time students, ages 14-22, in a focused and effective way, as volunteers (generally good accomplishment is reported); (2) to provide part-time or short-term service-learning (strong accomplishment at all three sites is reported; (3) to strengthen and supplement efforts to eliminate poverty and poverty-related human, social, and environmental problems (findings vary at each site, with accomplishment reported as poor at Gainesville and very strong at New Orleans); and (4) to create a sense of self-worth and civic pride (strong accomplishment reported at all three sites). Positive effects mentioned at the three sites involved the volunteers' acquisition of new skills, testing of possible career choices, and experiencing a job-like situation for the first time. An appendix describes the 37 individual volunteer workstations, volunteer activities, and recipients at the three sites. (KH)

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YOUNG VOLUNTEERS IN ACTION

GOAL ACCOMPLISHMENT AND PERCEIVED OUTCOMES EVALUATION

SUPPLEMENTAL SITE VISIT REPORT

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YOUNG VOLUNTEERS IN ACTION

GOAL ACCOMPLISHMENT AND PERCEIVED OUTCOMES EVALUATION

SUPPLEMENTAL SITE VISIT REPORT

ACTION
Office of Policy and Planning
Evaluation Division
April 1985

EXECUTIVE SUMMARY

This YVA report is the second report to examine the Young Volunteers in ACTION (YVA) Program. The information contained in this report was obtained from three site visits conducted in April 1983 and supplements a telephone survey conducted in November 1982 and published in December 1983.

The purposes of this evaluation were (1) to obtain on-site information on the accomplishment of YVA national goals, and (2) to obtain on-site information on the benefits that have accrued to YVA volunteers, YVA work stations, recipients, and YVA communities.

The evaluation used a case study methodology. Evaluation teams spent one-week each at three YVA sites: Alexander City, Alabama; Gainesville, Florida; and New Orleans, Louisiana. A total of 153 open-ended interviews were conducted by the evaluation teams. While there were general areas and related guidelines for the interviews, the specific content and questions varied for each interview and for each site.

The evaluation team members interviewed YVA volunteers, supervisors of volunteers, recipients of volunteer service, community members (persons such as teachers, parole officers, directors of community programs, and volunteer coordinators), and YVA and sponsor staff and volunteers

FINDINGS

Each project's use of YVA volunteers and perceived effects are described in the body of the report and the appendix.

Each YVA project had its own specific focus.

- In Alexander City the primary focus was to change the attitudes of youth about volunteerism. This project stressed helping the community as well as helping each other by sending volunteers to places where there was a real need.

- In Gainesville the primary focus was on the recruitment of young volunteers and extending the VAC's ability to recruit youth for volunteer work.

- In New Orleans the primary focus was on development of the youths' attitudes and values, especially preparation for jobs and responsibility. There was also a focus on one particular area of the city for both volunteers and recipient groups.

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CONCLUSIONS

Goal Accomplishment

Goal 1: to mobilize the efforts of full or part-time students, ages 14 - 22, in a focused and effective way as volunteers.

There was generally good accomplishment of this goal. A large number of 14 - 22 year old students were mobilized to perform volunteer work. Supervisors generally reported the volunteers to be effective workers, with some being very effective and motivated.

Goal 2: to provide part-time or short term service-learning.

There was strong accomplishment of this goal at all three sites. Many volunteers reported using volunteer service for career exploration. Many job skills and references for resumes were developed by volunteers.

Goal 3: to strengthen and supplement efforts to eliminate poverty and poverty related human, social and environmental problems.

There were very different findings at each site. There was moderate accomplishment of this goal at one site, poor accomplishment at another, and very stong accomplishment at the third site.

Goal 4: to create a sense of self-worth and civic pride.

There was strong accomplishment of this goal at all three sites. Many volunteers reported feeling proud of their accomplishments. A number of volunteers said that they felt important and needed, often for the first time in their lives.

Perceived Effects

The primary effects appeared to be with the YVA volunteers. The learning of new skills through service, the testing of possible career choices, and experiencing a job-like situation for the first time were consistently mentioned by all types of respondents at each of the three sites as positive effects.

The work stations and the field of volunteerism at these three sites were also benefitting from YVA. YVA made available for service more volunteers than had previously been available.

INTRODUCTION

The YVA Site Visit Report is the second report to examine the Young Volunteers in ACTION (YVA) Program. This effort supplements a telephone survey conducted in November 1982 and published in December 1983. The information contained in this report was obtained from three site visits conducted in April 1983.

The purposes of this evaluation were (1) to obtain on-site information on the accomplishment of YVA national goals, and (2) to obtain on-site information on the benefits that have accrued to YVA volunteers, YVA work stations, recipients, and YVA communities.

Young Volunteers in ACTION Program

The Young Volunteers in ACTION Program was begun in 1981 under the authority of Title I, Part B of the ACTION Agency. The YVA program lets grants to qualified federal, state, local agencies, or private non-profit organizations.

The YVA program is described as follows in the YVA guidelines that were published in the Federal Register on August 12, 1982:

> "This program intends to mobilize the efforts of full or part-time students, ages 14 - 22, in a focused, effective way to respond as volunteers to work on a part-time, non-stipended basis. The purpose and objectives of this program are:
>
> To provide for a program of part-time or short term service learning by secondary, secondary vocational, and post-secondary students and to strengthen and supplement efforts to eliminate poverty and poverty related human, social and environmental problems while creating a sense of self worth and civic pride."

ACTION provides 90% of the funding in the first year and 75% in the second. The funding period is a maximum of two years, the expectation being that the local project will find its own resources at the conclusion of federal funding. Twelve grants were let in 1981, and an additional 63 were let in 1982.

Evaluation Approach

The evaluation used a case study methodology. This methodology is particularly good for new and developing programs such as YVA. While this method does not obtain information that is random and generalizeable to the entire program, it obtains in-depth information at several sites.

While there were general areas of questioning and related guidelines for the interviewers, the specific content and questions varied for each interview and for each site. The interviews generally covered volunteer activities, perceived effects, demographics, and volunteer job development. A total of 153 open-ended interviews were conducted by the evaluation teams -- 56 in Alexander City, 48 in Gainesville, and 49 in New Orleans.

The YVA director and Evaluation Division personnel selected the three YVA projects to be examined by site visits. The three sites were generally considered to be active and successful YVA projects which utilized differing models, approaches, and geographic settings. The three YVA projects were located in New Orleans, Louisiania; Gainesville, Florida; and Alexander City, Alabama. The New Orleans YVA was urban, the Gainesville YVA was in a medium sized city, and the Alexander City YVA was mostly rural. The New Orleans YVA was in the first year of funding, and the other two were in their second year of funding.

Each project was visited for one week during April 1983 by a two-person evaluation team. At the project, the evaluation team worked with each YVA director to identify the YVA stations where interviews would occur. The stations visited were generally those the project directors considered their more active and successful work stations and those that reflected ACTION priority programming areas and project emphasis (e.g., runaway youth, drug use prevention, literacy, crime prevention, Vietnam Veterans, and refugee resettlement). The total number of stations depended upon availability of persons for interviews.

The evaluation team members interviewed YVA volunteers, supervisors of volunteers, recipients of volunteer service, community members (persons such as teachers, parole officers, directors of community programs, and volunteer coordinators), and YVA and sponsor staff and volunteers.

Report Structure

The findings of this report are divided into three sections, one for each site visited. Each site description contains the following subsections: background and description of the project; volunteer and volunteer recruitment; and the primary effects observed at the project site. The conclusions section examines the implications of the individual project findings on the YVA national goals and discusses the primary effects for all three sites visited. The appendix contains descriptions of volunteer workstations, activities, and recipients.

FINDINGS: ALEXANDER CITY, ALABAMA YVA
ALEXANDER CITY COMMUNITY COLLEGE

Background and Description

The Alexander City project was concentrated in two rural Alabama communities: Sylacauga, population 21,000, and Alexander City, population 15,000. The project also placed volunteers in the rural areas of Tallapoosa County. Alexander City was primarily a mill town and Sylacauga was developing into an industrial and agricultural center in Alabama.

Alexander City State Junior College, a two-year institution, was the sponsor organization of both the YVA and an established RSVP project. The interaction between senior citizens and the young volunteers was important at this project, and the two programs had participated jointly in many projects.

The YVA project in Alexander City was one of the 12 original YVA demonstration projects activated in December 1981. The college applied for a YVA grant because there were no other existing youth programs that incorporated volunteering with gaining career experience. The YVA office was located on campus. It was staffed by a project director, two VISTA volunteer coordinators (one for Alexander City and one for Sylacauga), and a part-time secretary. The volunteer coordinators recruited volunteers and stations. One coordinator stated that one goal was to teach the YVA's to be responsible and to comprehend their obligation to the station.

The project director stated that the fact that she was from the community was very helpful to the project. She was the second project director, and apparently the lack of familarity with the community had been a hinderance to the first director.

The YVA in Alexander City emphasized filling a community need with a volunteer whose career interests coincided with that need. The project director stated that YVA would like to change the attitudes young people have about voluntarism. It stressed the importance of neighbor helping neighbor and friend helping friend. The director said she believed that "if people start volunteering when their young, they'll do it when they're older".

Volunteers and Volunteeer Recruitment

Recruiting at the college and local high school had been the best method of recruiting volunteers. YVA staff members made announcements over the P.A. system and used the guidance

counselor's office to inform and meet prospective YVA volunteers. Students enrolled in YVA and filled out an information sheet saying what their interests were. In choosing stations the director said she tried to think of a variety of things for students to do in different fields.

Other methods of recruiting included city clubs where adults heard about YVA and told their children, T-shirts, posters, word-of-mouth and through the efforts of the advisory council. The project director had added people to her advisory council who would spread the word. A YVA Recruitment Week proclaimed by the mayor also proved to be a success. The greatest number of volunteers were people not involved in other organizations.

The YVA volunteers often put in more hours than the required eight hours per month. Hours were counted at the station where volunteers kept a daily record of their hours on a time sheet. Every volunteer interviewed did their volunteer work at least weekly and indicated that their volunteer work related to their career interests.

There had been 340 active volunteers the previous year. At the time of the on-site evaluation, the project director said there were 172 active volunteers. Many volunteers had graduated or gone to work. During the previous quarter there had been 19 active volunteer stations from a total of 49 stations. The director had no accurate statistics on volunteer demographics.

Young volunteers in the Alexander City project strongly identified with YVA. Visibility within the community could be documented by the fact that organizations such as the National Kidney Foundation were calling YVA rather than the reverse. YVA also received increased visibility through a monthly news column in the city newspaper and through the circulation of their own YVA newsletter. RSVP had also given them a natural built-in tool for publicity. Staff members felt that it had taken a while to build this awareness and that they were just beginning to develop the level of community interest they wanted.

Primary Effect

The primary effects of this program were seen in the volunteers themselves. Many volunteers were learning the benefits that come from volunteering. As one volunteer said, "Doing my volunteer work has helped me be able to know how to help people." Personal satisfaction was also evident among the YVA's. For example, one youth remarked, "When people ask me to do things, it makes me feel proud to do it." Another YVA stated, "I have learned more about my career through my volunteer work."

Some low achievers with a poor self image became enthusiastic, positive achievers. One volunteer said, "My volunteer work has encouraged me to be somebody and make something of myself."

Another said, "My volunteer work has helped me decide what I wanted to do after graduation. I will go on to graduate school." A volunteer supervisor reported that young people who had problems had become effective problem solvers and in turn had a strong influence on their fellow students. For example, one young person in YVA had overcome severe emotional problems and now assisted the community in various ways.

The youths' participation as YVA's gave them an opportunity to clarify personal goals and allowed them to gain important work experience. Many young volunteers learned to be more comfortable around people, overcame shyness and increased their self confidence. One of the volunteers said that working as a YVA had helped him decide to go on to college. Another said, "YVA helped in getting a job, experience, references and training."

The effects on the stations and recipents were also noteworthy. One volunteer supervisor reported, "because of YVA our station runs more effeciently and staff members are free to handle other duties. Recipients are given more time and caring than ever before." Another supervisor added that in their station recipients received more personal attention and that the whole atmosphere was "brighter and happier" since the YVA's had begun participating.

The community was also feeling the impact of the YVA program. One community member stated, "it is evident that YVA's are more civic-minded and more interested in improving the community through voluntarism." Community members reported that YVA volunteers provided services that otherwise couldn't be provided, and that YVA was greatly benefitting the community.

FINDINGS: GAINESVILLE, FLORIDA YVA
VOLUNTEER ACTION CENTER (VAC) OF ALACHUA COUNTY

Background and Description

The Young Volunteers in ACTION program in Gainesville was located in the Volunteer Action Center (VAC) of Alachua County, a United Way agency. This YVA project was one of the original YVA projects and was one and a half years old at the time of the site visit. Gainesville is a medium size town in central northern Florida whose population is primarily middle and upper middle income. The University of Florida is the largest employer.

The YVA office was housed in the VAC office. The VAC office consisted of a reception area, a large office for three employees, a conference room, an interview room, and an office for the VAC director. YVA at one time had an office on the University of Florida campus, but that office had since been closed.

The primary function of the VAC was to recruit volunteers for Gainesville and surrounding Alachua County. The YVA project had allowed the VAC to increase its staff. These staff members in turn worked exclusively to increase the VAC's recruitment and placement of young volunteers.

The site visit occurred at a time when activity on this project was very low. The YVA director had recently resigned to take another job, and the VISTA volunteers who had been working on the project had finished their service. The local college and university were just about to finish the spring semester, and the college students were about to leave the area for the summer.

There had been as many as four VISTA volunteers working on the grant, but they had not been replaced at the end of their one year of service. At the time of the site visit the VAC director and three staff members worked part-time on the YVA grant. The staff interviewed potential volunteers, called the volunteers for the number of hours they worked, gathered information for reports, and other clerical activities. The primary responsibility of the YVA director had been to find volunteer stations and recruit YVA volunteers.

Volunteers and Volunteer Recruitment

At the time of the site visit the majority of the volunteers were college students. Generally the volunteer positions related to the volunteer's college major or career field, or was used for class credit. A number of students said that volunteering presented a good opportunity to decide on their careers. The majority of the YVA volunteers were interested in the humanities, child development, criminal justive, and sociology.

Most of the recruitment of YVA volunteers was through ads in the university paper. Individual recruitment had occurred on the univerity campus when YVA had an office in the student union.

Earlier in the project there had been an emphasis on high school recruitment and placement, but this had for the most part ended with the departure of the YVA director. The YVA director had spoken to high school classes and assemblies and found that approach a useful method although recruitment had been less successful with high school students than with college students. This project also used many group, one-shot volunteer activities in addition to longer-term individual placements.

The majority of the YVA placements were with projects already using volunteers. The YVA work stations generally fit into and expanded existing volunteer activities and work stations. The VAC did not differentiate YVA placements from other volunteer placements and used the same list of volunteer openings for YVA recruits that they used to place other volunteers.

There was little recognition of the YVA program in Gainesville. The YVA volunteers identified with either the VAC or the work site. Many volunteers didn't know they were YVA volunteers. One YVA volunteer said, "I didn't know I was a YVA until they gave me a T-shirt." The work site sponsors often weren't aware of YVA either. One sponsor said in response to a question about the YVA volunteers, "they must be the kids from the VAC".

Primary Effects

The two primary benificiaries of YVA at the Gainesville site were the sponsor (the VAC) the YVA volunteers. It was difficult to discern YVA effects on the community or the work stations since Gainesville already offered many volunteer opportunities, and most of the volunteer work stations were on-going stations that used many volunteers who were not with YVA.

YVA had increased the VAC's ability to focus upon youth as volunteers and recruit youth for volunteer work stations. The YVA grant had allowed for additional staff to spend full time on the recruitment and placement of youth volunteers. Several VAC personnel stated that they had wanted, before YVA, to increase their attention to youth but never had the time or the staff. The VAC director stated that YVA was a good long-term project to strengthen volunteering.

YVA had not necessarily increased the number of volunteer opportunities, but had increased the number of young volunteers by an active recruitment campaign. It also increased youths' awareness of volunteer opportunities and increased the stations' awareness of youth volunteers.

The primary effect on the youth appeared to be career exploration, especially for college students who had initially decided upon careers in social service. One VAC staff person stated, "we stress the value of career testing and exploration." A YVA supervisor stated, "YVA provides a mechanism to give the students practice in skills that were taught in the classroom." One YVA volunteer stated, "I wanted to find out if I wanted to go into this field, if I should change majors. I love it." Another volunteer said, "I learned I will never be a teacher."

One interesting approach involved combining YVA service with practicum requirements at the local community college. VAC staff had worked with the teacher and the students in finding suitable volunteer work stations. The class then met several times that semester to discuss their work stations and their volunteer work.

In addition to career exploration, many volunteers reported increased confidence in themselves and their abilities. For some this was simply an increase in the confidence that their career choices were sound. For others there had been increases in their self-esteem and self confidence.

FINDINGS: NEW ORLEANS, LOUISIANA YVA
ST. MARK'S COMMUNITY CENTER

Background and Description

The Young Volunteers in ACTION program in New Orleans was located in St. Mark's Community Center, which was on the border of the French Quarter and the Treme neighborhoods. The YVA program in St. Mark's was six months old at the time of the site visit, having received initial funding in October, 1982.

St. Mark's offered the following services to youth: after school recreation activities for school aged youth; Child Care Resource Services (Day Care Center, Training Program, Teacher Resource Service, Substitute Referral Service, and an Information Service); the St. Mark's Street Academy (for middle school age, troubled youth); a Youth Employment Service; the Restitution Service (whereby judicated youth work to repay victims of their crimes); the St. Mark's Camp; the St. Mark's Methodist Church; a Teenage Mothers Counseling Service; and Young Volunteers in ACTION.

The YVA office staff consisted of a project director, three college age interns during the school year, and a secretary. The interns helped to prepare the volunteers with basic job skill training and had the primary recruitment function. Additionally, many staff members of St. Mark's had contributed time to YVA. In the office are numerous YVA posters and "message" posters, with phrases like "Easy Street is a Dead End." Several tables were set for rehearsing job interviews.

The approach of St. Mark's YVA appeared to be two fold: build self-esteem and provide job employability skills. The director said that it was difficult for the young people to overcome the feeling that giving without pay is the same as being used. She also said that the youth often had no concept of the positive impact they could have on the lives of others.

Volunteers and Volunteer Recruitment

In the early weeks of the program, the director had a choice of two recruitment methods. One was offering YVA to a nearby Catholic high school which required volunteering before graduation. This would have given YVA substantial numbers in a short period of time. The other choice was to concentrate recruitment efforts in the black, low-income Treme neighborhoods and among the youth utilizing St. Mark's. She chose the latter method since she believed it was important for YVA to reach the young people who would not otherwise have a volunteer experience.

The director stated that the YVA project did not have a formal recruitment method, that they did not need one. Apparently word about the program had spread throughout the community, and potential youth and sometimes their parents were contacting St. Mark's about the YVA program. Through this method the YVA projects had more than enough volunteers for the available placements.

As of April, 1983, approximately 120 YVA volunteers had been stationed through St. Mark's. All the volunteers were black, 95% were from low-income families, and 79% were between 14 and 16 years of age.

At the time of the site visit the majority of the recipients of YVA service lived in the Treme neighborhood, a mostly low-income black area. The director had initially begun YVA services in this area -- the area St. Mark's served -- and was in the process of expanding services to other areas of the city. Most of the recipients of YVA service were children under twelve years of age.

Primary Effects

At the time of the site visit, YVA in New Orleans was just six months old. Thus, few long-term effects of the program could be discerned. However, profound effects were noticed in two cases: St. Mark's Community Center itself and among the volunteers.

Within St. Mark's Street Academy, where fights and obstructive behavior are found on a daily basis within the classroom, the teachers reported that the YVA's in their classes were beginning to command respect from their peers. The teachers also indicated that there had been fewer fights since YVA began. They said that the YVA's in their classes had better self-esteem and were performing better with their studies.

St. Mark's after school and recreation programs had felt a significant impact as a result of YVA. Not only had several YVA's taken on specialized projects, such as art instruction, but the ability of St. Mark's to provide personal care to young people had been greatly enhanced. One supervisor stated that "I don't think my program would be succeeding without them (YVA's.) The young kids are deprived of attention and they thrive on it here." Still another supervisor, speaking of the after school recreation program stated, "In the beginning I didn't think this program (YVA) was going to work. Then (the YVA Director) had more volunteers in here on Saturday than I had (kids) in here for recreation. I am just amazed."

The volunteers themselves have felt profound effects. First of all, they were given specific employability and job skills. Within the YVA office, they were trained in how to fill out applications, make appointments and conduct themselves in interviews.

St. Mark's also had a summer job referral service which had as a requirement the performance of YVA volunteer service. Clearly the possibility of employment attracted many youth to YVA and it also helped to focus this YVA project toward job training.

YVA seemed to have a deep impact on personal development. There was a noticable rise in self-esteem among the volunteers. They were learning that to give and not receive pay is not the same as being used. Further, many YVA volunteers indicated that if they were not involved in volunteer work, they would be "walking the streets and getting into trouble". In a state of almost surprise, one YVA volunteer declared "Everybody around here is pleased with what I am doing...they appreciate it!" Another YVA volunteer said "(YVA)...is good for me (because)...it keeps me out of trouble."

CONCLUSIONS

This section examines the findings for YVA goal accomplishment and primary effects in the three projects visited during these case studies. Generally, the evaluation found good goal accomplishment at the sites, and the primary effects appeared to be with the volunteers.

Goal Accomplishment

The four goals examined are paraphrases of those listed in YVA's guidelines.

GOAL 1: to mobilize the efforts of full or part-time students, ages 14 - 22, in a focused and effective way as volunteers.

There was generally good accomplishment of this goal. A large number of 14 - 22 year old students were mobilized to perform volunteer work. Supervisors generally reported the volunteers to be effective workers, with some being very effective and motivated.

As far as numbers, New Orleans was starting and building its numbers after brief interludes due to Mardi Gras and floods. Gainesville was faltering somewhat due to a two month absense of a project director and due to the close of the University and Community College school years. Alexander City's numbers were high and appeared likely to stay that way.

The evaluation found that each YVA project had its own specific focus. In Alexander City the primary focus was to change the attitudes of YVAs about volunteerism. This project stressed helping the community as well as helping each other by sending volunteers to places there was a real need. It also stressed inter-generational interaction through the close cooperation with the RSVP project. In Gainesville the primary focus was on the recruitment of young volunteers and extending the VAC's ability to recruit youth for volunteer work. In New Orleans the primary focus was on development of the youths' attitudes and values, especially preparation for jobs and responsibility. There was also a focus on helping one particular area of the city for both volunteers and recipients.

GOAL 2: To provide part-time or short term service-learning.

There was strong accomplishment of this goal at all three sites. Many volunteers reported using volunteer service for career exploration -- there were reports of both confirming and changing careers due to volunteer work. Many job skills and references for resumes were developed by volunteers.

Dependability and work habits were stressed at New Orleans and Alexander City. Career exploration was stressed at Gainesville. Some students at Gainesville and Alexander City performed volunteer work as a practicum for school credit; service and class work supplemented each other.

GOAL 3: To strengthen and supplement efforts to eliminate poverty and poverty related human, social and environmental problems.

There were very different findings at each site.

There was accomplishment of this goal at Alexander City although not in every area or station. Alexander City recruited more low-income volunteers than Sylacauga. The Alexander City coordinator stated that her main emphasis was to work with low-income youth. While there was an emphasis and interest in working with low-income youth, there was not an abundance of these individuals. There was also close coordination with an existing RSVP project to address poverty related issues. The project was doing a good job of reaching those low-income youth who were in the area.

There was poor accomplishment of this goal at Gainesville. This project was generally not successful in attempts to recruit low-income volunteers. Some of the sites served low-income recipients, but most did not. Most of the work was not poverty related, and the majority of the work stations were not located in the poverty areas of the city or the county. The focus of the sponsor was to recruit volunteers for stations that needed them; they did not eliminate potential stations for lack of poverty focus nor did they look for new volunteer stations that would have a poverty focus.

There was very strong accomplishment of this goal at New Orleans. The volunteers and community where most of the stations were located were mostly low-income. Most stations were addressing poverty related issues: tutoring, after school care and recreation, and cultural identity and pride.

GOAL 4: To create a sense of self-worth and civic pride.

There was strong accomplishment of this goal at all three sites. Many volunteers reported feeling proud of their accomplishments, especially in learning how to deal with new and different situations and people. A number of volunteers said that they felt important and needed, often for the first time. It appeared that communities were beginning to see young people as dependable, worthwhile, and responsible.

Perceived Effects

At all three sites the primary effects of YVA appeared to be with the YVA volunteers. The learning of new skills through

health class. The YVA volunteers served about 250 people. At least four volunteers had become employed as a result of their volunteer work.

The Retired Senior Volunteer Program office at Alexander City State Junior College had one volunteer working with the staff secretary doing secretarial and office work. They also had a group of ten to fifteen volunteers that served as escorts and greeters at RSVP functions, four who conducted telephone evaluations and surveys, and four who worked at the visitors desk and information center at the hospital. Their hours varied according to needs.

The volunteers at the Alexander City Junior High worked as office assistants. Their duties included answering the phone, clerical duties, keeping records and acting as messengers. Seven to eight volunteers, each working one hour per day, were supervised by the assistant principal.

The Adams Nursing Home in Alexander City had 88 residents and a staff of 45. They had 12 YVA volunteers and 8 RSVP volunteers. The YVA's learned to take vital signs and blood pressure. They visited with the residents, gave baths, made beds, accompanied the elderly to therapy, assisted them to get to and from activities, and took them for walks. YVA volunteers were also taught CPR and treatment for choking. Assisting the staff with clerical duties was another one of their responsibilities. The young volunteers serveed two hours a day for five days a week.

Russell Head Start was a child care facility in Alexander City employing nine staff and using three volunteers. There were 60 children enrolled, almost 70% of whom were low-income. The volunteers at this station helped served lunch and trained the children to clean up afterwards. They assisted in the planning and implementing of activities. The young volunteers had more time than the regular staff to give individual attention and therefore, they served as role models for the children.

Sylacauga Department of Parks and Recreation was a recreational facilty that serves a broad spectrum of community members. The department had a staff of fifteen and were using two YVA volunteers. The volunteers' assisted with mailings, posting checks, staffing the reception desk and answering the phones. They learned to handle money and deal with the public. Approximately 40 to 45 percent of those who utilized these services were low-income. The station hoped to add volunteers to assist with day camp and class instruction for swimming, arts and crafts, baton and ballet. The volunteers also assisted at sport functions when there was a need. The volunteers worked one or two hours a day each week.

Explorer's Post 140 was a law enforcment station. The YVA's worked with members of the police department learning police procedures and facts about law enforcement. They helped

direct traffic, worked barriers, looked for lost or stolen goods, assisted with dispatching and clerical duties and worked on special projects when posssible. The YVA's were required to undergo a background check and were on a 90 day probation. This station hoped to establish a "ride along program" for the volunteers with policemen on patrol and to expand their program to include more youth.

GAINESVILLE

The Bailey House was a retirement residence which offered a variety of housing and services to middle and upper-middle income older persons. At the time of the visit, there were eleven volunteers, three of which were YVA volunteers. The YVA volunteers served as group activity leaders, took the residents for walks, talked with them, and generally provided more personalized attention to the residents.

Community Mental Health Center taught skills in mental health treatment. Over the past 1 1/2 years they had utilized 125 to 130 YVA volunteers. The YVA volunteers served in day care centers and youth programs and provided day care services to mostly low-income children.

The Childrens Cultural Enrichment Program was established to introduce cultural arts to the youth of the area. It was housed in a renovated old home. There were three staff members and three to four YVA volunteers. The YVA volunteers were music and education majors who acted as classroom assistants and gave individual attention to children in music appreciation, craft, and other classes.

The Santa Fe Community College Little School was a day-long day care center for the children of parents attending the college. There were seven staff members and, at the time of the visit, one YVA volunteer. There were seven other volunteers who were child development students. All the volunteers supervised the children and provided day care.

The Wilhelmenia Johnson Resource Center was geared to assist low-income residents of the community in many activities. The volunteers, one YVA and 12 other student volunteers, assisted in tutoring the children after school. They helped with homework and gave aptitude tests. Other activities included one-day projects, such as painting and construction of playground equipment.

The Civitan Regional Blood Center was a non-profit blood bank serving all of Alachua County. Three of the 48 high school aged student volunteers were YVA volunteers. The volunteers assisted in donor registration and the clerical responsibilities of blood drives.

The JASP program was developed to act as a "theraputic resource for the social deviate". The volunteer coordinator did not know

which of their 35 volunteers were YVA volunteers. The volunteers counseled first time youth offenders and worked with them and their families to keep the offenders out of the court system. The volunteers were put through an extensive training program and were required to have a psychology or criminal justice background. They worked with the youths in counseling, tutoring, and were arbitrators between the children and the court.

Located in the court house, Guardian ad Liten trained lay persons to represent the abused in court. Three staff members, 2 YVA volunteers, and 78 other volunteers of all ages worked with abused children who were under the age of fifteen and came from poor or near poor families. The volunteers acted as counselors and friends to these families, helping them to cope with and find solutions for their problems.

Located in a wooded, remote area, SPARC (the Spouse Abuse Resource Center) was a refuge for battered women and their children. There were eight staff members and thirty-five volunteers. It was unknown how many volunteers were YVA volunteers. The volunteers provided child care and transportation for outings, helped manage the shelter, and acted as telephone crisis counselors.

One YVA volunteer worked in the Glen Springs Elementary School speech therapy classroom serving approximately 35 children in this elementary school of 950 children. The YVA volunteer assisted the teacher in working with individual children, helping them with their language development and articulation of sounds.

One YVA volunteer and 57 other volunteers worked at Big Brother/Big Sister with individually assigned youth aged 7 to 14. The youth were from single parent families. The YVA volunteer spent 3 hours a week with a youth. The volunteers maintained a friendship with the youth and often acted as role models.

One YVA volunteer worked 4 hours a week at the VA Medical Center Emergency Ward assisting medical professionals. The YVA took specimens to the lab, transported patients, took blood pressure, fed patients, and visited with patients.

The one YVA volunteer at Parents Aid provided support services for abusive parents. The volunteer worked individually with one mother providing friendship and a listening ear.

The Corner Drug Store Prevention Project worked with youth to prevent drug abuse through the building of youth confidence and basic educational skills. One volunteer YVA worked as a tutor of math and reading four hours a week.

Two YVA volunteers work at the YMCA with youth aged 6 to 12 years. They assisted regular paid staff at the center. They were assigned different arts, craft, and recreation activities as needed. They often acted as an extra supervisor at the center.

APPENDIX

VOLUNTEER WORKSTATIONS, ACTIVITIES, AND RECIPIENTS

This appendix contains descriptions of individual volunteer workstations, the volunteer activities, and the recipients served. The appendix describes the 37 wordstations that were visited by the evaluation teams -- 11 in Alexander City, 18 in Gainesville, and 8 in New Orleans.

ALEXANDER CITY

The 11 volunteer work stations that were visited during the site visit, the volunteer activites at the station and the recipients served are described below.

The Multi-Handicapped Center was a school for multi-handicapped students of the Alexander City School System. YVA volunteers, the only volunteers used at this station, assisted staff members with the nine students by teaching them the alphabet, colors, numbers and other basics. Ninety percent of the beneficiaries were low-income, 65 percent were black and most of them were under the age of 10.

Patient services and clerical work are the main duties nine YVA's provide to the Sylacauga Hospital and Nursing Home. They worked at an information desk, ran errands for staff members on various floors, worked at an emergency desk admitting and discharging patients and escorted patients to their rooms or floors.

Channel 1 was a teen center in Sylacauga which was started in November, 1981 with money from the Alabama Department of Mental Health. The purpose of the center was to provide an alternative to drug abuse. YVA volunteers, who made up half of the Channel 1 membership (50 to 75 members), helped start the program. YVA volunteers helped renovate the building and continueed to manage it seven days a week. They planned activities, ran the concessions and kept up the maintenance. Channel 1 beneficiaries were low-income males between the ages of 11 and 15.

YVA volunteers at the Alexander City Dog Pound provided care for dogs and cats. The volunteers changed water, fed and walked the dogs. Two to five volunteers performed these duties and kept the pound open for an hour each day. The work done by the volunteers helped the executive director.

At the Area Vocational Training Center (Health Occupation) YVA volunteers provideed health and patient services in nursing homes, the hospital, dentist offices and other health related areas. Thirty-six young volunteers worked at their particular site for two hours a day as training for their

service, the testing of possible career choices, and experiencing a job-like situation for the first time were consistently mentioned at the three sites as positive effects.

The work stations and the field of volunteerism at these three sites were also benefitting from YVA. YVA appeared to make available for service more volunteers than had been available before YVA. In some cases YVA helped make new placements available to youth. This last effect was not as widely found as the increase in volunteer opportunities.

The reader must remember that these three sites were specifically chosen. The evaluation describes the effects that these three chosen sites have had; future evaluations may examine the occurrance of these effects on a representative sample of YVA projects. A more in-depth evaluation with a representative sample of projects is needed.

One YVA volunteer worked at the Chamber of Commerce for one semester. The YVA volunteer performed the research for an area profile publication, wrote articles, and updated an area shopping center guide.

One YVA volunteer worked in the object gallery of the Florida State Museum. The YVA volunteer functioned as a resource person for visitors to the gallery, often children and classes of elementary school children. The YVA volunteer pioneered a program of taking objects to the pediatrics ward of a nearby hospital.

Four YVA volunteers worked with 45 other volunteers of all ages to operate the Ronald McDonald House. This was a home away from home for seriously ill children and their parents. The YVA volunteers assisted in the functioning of the house, worked the front desk, and acted as friends to children in the house.

NEW ORLEANS

The Boys Club of Greater New Orleans had one YVA volunteer and was beginning to use two more. It had used a total of four or five YVA volunteers. The Boys Club was located in an old, delapidated gym. The Boys Club provided recreation and tutoring to low-income youth. The current YVA volunteer worked 2 to 3 hours a day 4 or 5 days a week in coordinating and supervising game room activities of younger youth. The volunteer also provided tutoring in reading and math. Other volunteers, who had not stayed very long, had provided tutoring and homework help, arts and crafts assistance, and clerical help to the Club.

The Saint Mark's Day Care Program used two YVA volunteers in addition to two student interns, two day care trainees, and a paid staff of ten employees. There were 75 children from 3 months to 5 years of age in two sites. The program provided day care services while the parents were working or in school. One YVA had worked as a secretary's helper doing clerical work and light typing; this person stayed three weeks. The other YVA (there had been a total of four in the past) worked as a day care worker 2 to 3 hours a day in the afternoon working with infants and 4 year olds.

Approximately 20 YVA volunteers worked as parade escorts and safety personnel for the Community Parade of the Treme Cultural Enrichment Program. The YVAs worked at first aid stations and acted as escorts for senior citizens in the parade who had requested escorts.

Four volunteers worked in the Tube Environment at the Jazz and Heritage Festival. They assisted a paid Saint Mark's staff member in constructing playground equipment for the upcoming Jazz and Heritage Festival. The youth constructed

the equipment out of recycled cardboard tubes and string. Saint Marks staff had done the work the previous year.

A group of 8 YVA's assisted the Associated Catholic Charities by folding, stapling, attaching labels and sorting by zip code a monthly newsletter. The YVA's accomplished this in "assembly line" fashion and were supervised by the YVA director.

Volunteers in Government of Responsibility (VIGOR) was New Orleans' city-wide and city-operated volunteer clearinghouse, utilizing a total of approximately 3000 volunteers, 30 of whom were YVA volunteers. Through VIGOR, YVA volunteers had found volunteer stations in city offices such as the police department, the zoo, traffic control and duplication/printing services. All volunteers stationed through VIGOR received bus passes.

Charity Hospital, in the center of New Orleans, was the second busiest hospital in America, seeing nearly 3000 patients in need of emergency care daily. There was one YVA stationed in Charity's emergency room. In the few months that she volunteered there, the YVA went from an errand runner to a nurse's aid. The hospital had offered her a paying position in July and she was planning on going to nursing school.

After 3:30 P.M. on weekdays, and on weekends, St. Mark's opened its gates to a flood of young people who came for the After School Care and Recreation Program. They came for after school tutoring and the recreation program. Approximately 20 YVA volunteers worked with the younger children who received tutoring and close supervision, while 25 YVA volunteers oversaw the recreation facilities. The volunteers have performed a variety of specific duties including arts and crafts education, counseling, and organizing specific activities such as Easter egg hunts. Most of the YVA's spend an average of 10 hours per week, 4-5 days per week, at the Center.